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Opportunities for Youth in Big Business

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Journal of EDUCATION

BOSTON, MASS.
Vol. CVIII, No. 23

December 24, 1928

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (except August) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Massachusetts, as Second Class Matter.

EDITORIALS

Vicious Truthfulness

ONE of the glorious features of the present educational world is the fact that there is no virtue in telling the truth unless it benefits the world today to tell some truth that would not be true today. For instance, to put in a textbook anything about slave days in the South would be tragedy. It is equally tragic to put in a textbook the cases of misrule in the South in reconstruction days.

For instance, within ten years we went with a professor of a state university to a child clinic in a country district. The president of the woman's club, who was supposed to arrange for the clinic, was abusive because we came on that phase of the moon, for that was the one week in which sweet potatoes could be planted. That was the universal belief less than ten years ago, but today there is no one thereabouts who does not laugh that any one could think that a phase of the moon could affect sweet potatoes.

There is no virtue in putting in a school book in 1928 any "truth" that could not be true today. Babe Ruth could not play ball in 1928 on the baseball rules of 1927 even. What we need to have children learn is that which is still true. The first six verses of the nineteenth Psalm are glorious science in 1928, though no one knows how long ago they were written.

Truth is not outgrown by the passing of centuries provided it is truth today. But there is nothing vital as truth in 1928 unless it is vital as truth in 1928.

Corporal Punishment Is Legal

IN CALIFORNIA it has been judicially decided that a school board has the legal right to authorize the use of corporal punishment.

The decision was that the California school laws give teachers the right to suspend or expel pupils who are habitually disobedient. In the absense of specific regulations on the subject of corporal punishment teachers may use such force as they deem necessary to enforce obedience, provided they act within reason and according to such rules as may be provided by the school boards for the government of their respective schools. In other states it appears that in the absence of law regulating procedure, school boards have the

inherent power to decide the question of punishment for pupils.

The Bogan Market

WILLIAM J. BOGAN, Chicago superintendent, is certainly long on common sense when he proposes to hail into the court of common sense all critic bandits who hurl destructive bombs at schoolhouses.

No one in Chicago can say that anything is wrong with the schools without being required to produce some sterilizer for the wrong.

Superintendent Bogan agrees to make the schools immune if the critics will provide the anti-toxine. Indeed he will manufacture the anti-toxine if they will provide the recipe.

Superintendent Bogan says the first step in further democratizing the system includes taking those interested in the future citizenship of Chicago into partnership with those who administer the schools.

"It is easy to criticise, but a higher type of mind is required to conceive plans, procedures and better ways of doing things. Those who are interested in the education of youth are urged to give their best thought to this important matter to the end that constructive contributions may be made which will result in the improvement of our schools.

"The education of 500,000 children is an exceedingly complex task and one that carries with it a tremendous responsibility. Laymen frequently can and do make suggestions relating to school work and organization procedures that are exceedingly valuable."

Boston's Latest Leadership

BOSTON is having a school survey that will command universal local respect, will have an influence that is really mandatory and is likely to establish a precedent for cities elsewhere.

The personnel of those conducting this survey is most unusual. The Mayor of Boston secured the active interest and acceptance on the committee of President A. Lawrence Lowell, of Harvard University, who was for many years a member of the School Board of Boston. The Boston Chamber of Commerce selected Carl Dreyful, who has been greatly interested in public education as well as in other public affairs. The Real Estate Exchange of the city selected Francis R. Bangs, who has the confidence of all business interests. The Labor Union selected Frank P. Fenton, who is satisfactory to the school people and to all leaders in public affairs. The Parent-Teachers selected as their representative Mrs. Willard D. Woodbury, president of their association in the city. The School Board selected as its non-official representative Michael H. Sullivan, a prominent Boston lawyer who was for several years the president of the School Board of Boston. He is chairman of the entire committee of nine.

We have never known any city to command for such service six such outstanding personalities who will serve the city without pay. They are especially qualified to deal with all problems that will develop and they will wisely and acceptably represent all interests in dealing with any condition that may arise.

The schools are represented by Arthur L. Gould, assistant superintendent; Walter F. Downey, principal of the English High School; and Archer M. Nickerson of a Junior High School. These men are eminently satisfactory to principals and teachers in the city.

The work of the survey is being conducted scientifically, skilfully and devotedly. If there is anything comparable to this we will most gladly help to broadcast it.

Promoting Public Schools

WE HAVE on various occasions called attention to the promotion of public schools by bankers and other leaders in business of various kinds. The latest demonstration of such interest was in "Service Talks," October 30, 1928, issued by the Mitten Bank of Philadelphia, and circulated freely through the city, especially in every street car of the city and suburbs. This latest issue quoted nearly a thousand words from the current annual report of Superintendent E. C. Broome of Philadelphia. There was a similar quotation from a paper by Miss Margaret Maguire, principal of the McCall School of that city.

Forestry Achievement

THE reforestation of vast areas denuded by fire and the lumberman's ax is one of the vital achievements of the age.

Camp Fire Girls are reforesting thousands of acres each year by the planting of millions of little trees, but the most extensive, best organized and permanently created scheme for reforestation is in 2,500 camps of farm boys for which George E. Farrell, director of the Bureau of Farm Boy Activities of the United States Department of Agriculture, is responsible.

The reforestation by these boys' camps is at the height of its functioning in Wisconsin and New Hampshire.

These boys collect seeds from trees in their seeding time. They build seed beds and develop little trees and cultivate them for two years, and then plant them, often as many as ten or twelve acres in a year.

The largest and most efficient club is in Wisconsin. It has more than 200 members, and they plant as many as ten thousand trees in a day.

This achievement is of inestimable value to the

state and to the country as a whole, and this is only one of the many lines of achievement of these 2,500 camps and clubs.

A Remarkable Demonstration

ACHIEVEMENT has once more scored an immense success. The Eastman Kodak Company has demonstrated beyond any question that the wise use of motion picture films that are created for classroom use reduces failure of pupils who need help about one-fourth. This means in substance that films may prevent the repetition of a year's work almost miraculously. The financial saving will pay all costs many times over.

What is more to the point, failure is reduced in a joyful way rather than by harrowing the pupil. When a pupil feels that he has been rescued from failure with grappling irons as it were, he never enjoys the recollection of that from which he was saved. With moving picture inspiration he never realizes that he was in danger.

Better even than this is the relief the teacher has. We once saved a man from drowning, and we have never got over the scare. No teacher rescues a failing pupil without a heavy draft on her personality. The classroom film when rightly prepared and rightly used is of inestimable service beside which there is nothing comparable.

High Speed Character Creation

ONE superintendent with 323 teachers is having miraculous success in checking the tendency to youthful crime.

The key to his success is largely in distinguishing between asking a boy who is going wrong: "Why did you leave school?" and "Why are you not going to school?"

To ask a lad whose career was at its crisis when he left the high school, for instance, why he left school would indicate that the questioner was a moron so far as intelligent dealing with the wayward youth is concerned, while to ask him why he doesn't go to school indicates a statesman's intelligence.

In the first case the lad is challenged to defend himself. In the other case the superintendent, the high school and the public are challenged to defend themselves. Whoever is on the defensive is assumed to be guilty. No lad goes far astray of himself. Circumstances, conditions, associates and associations have played an important part.

This famously successful superintendent never allows any one to talk to any wayward youth about his mistakes, they are always to speak with him as though the responsibility were elsewhere, always to assume that he would be all right if he had the right chance, always to have faith that the one speaking with the youth can secure the right conditions if the lad will tell what he really needs by way of opportunity.

No one—preacher or teacher—is likely to help any wayward youth if his attitude indicates that "I am away up here, you are away down there. All you need to do is to come away up here where I am."

Dealing with wayward youth is entirely different from dealing with one who is already "down and out." It is one thing to keep a lad from skating on thin ice and quite another to rescue him when the ice has broken and he shouts for help.

Wayward youth can always be helped by the right person in the right way at the right time, but there is no help afforded if the helper does the wrong thing or does the right thing in the wrong way at the wrong time.

Never challenge wayward youth to be on the defensive. Always inspire faith that the right thing is available; that you can provide that right thing in the right way and that this is the right time.

Law or War

["Law or War." By Lucia Ames Mead. Cloth. 276 pages. Garden City, New York: Doubleday, Doran and Company, Inc.]

ONE does not need to be a "Pacifist" in order to realize that war must end, must have ended. There is no such thing as "Defensive War" any more. Defence against war would have been possible in 1914, but there will never be any defence against war from this time on.

A Zeppelin could leave any nation in Europe and in two days have destroyed Washington, Baltimore, Philadelphia, New York, and Chicago, laughing at the biggest army and navy that the United States could provide in ten years.

One does not need to believe that the hastily organized "League of Nations," or the more deliberately developed "World Court" is adequate, but it is necessary that all civilized peoples shall agree that war slaughter is mass production of banditry and burglary, murder and suicide.

It is not a question whether or not Jane Addams and Lucia Ames Mead are the wisest leaders to end war, but it is a question whether any one is a safe leader to end war who believes that any mass production of bombing and cannonading can be justified.

If there are no civilized statesmen to settle international differences, then let us try some civilized stateswomen before civilization is destroyed by fiendish statesmen who would rather commit suicide than be saved from a volcanic eruption of barbarous civilization.

"Law or War?" is the only question of interest to civilization.

Belding's Page

NEW GERMAN EDUCATION

DEMOCRACY is the corner stone of the educational structure which Germany is erecting in this post-war period. This is perhaps the greatest guaranty the world has against a recurrence of the 1914 episode.

One of the things German educational leaders have been most particular about is, that the choice of a career be kept open as long as possible for each child. An effort has been made to allow transfers much farther along in the course of study than was formerly the case. The aim is to avoid blind alleys.

It is a point which is sometimes overlooked in American educational arrangements. Boys and girls wake up too late to discover they are in the wrong street—a passage which does not lead to the place they should be bound for. Education should have plenty of cross streets, with wise guidance available at every important juncture. Too often a young person is blamed for blundering in the most difficult and perplexing problem of life—namely, the choice of a vocation.

Germany has had to stand off and look at its schools and see what was wrong with them; what needed to be corrected if they were to serve a nation in the remaking. Education runs too smoothly in the United States. We don't want what Germany had to reawaken us. But we need to examine our bearings from time to time.

Another thing to notice in the German schools of today is the handling of religious instruction. In the larger cities there are the sectarian schools, each teaching one particular brand of religion, but possessing uniformity in other respects. Also there are secular schools for those whose parents prefer they should not be taught any religion. Again, there are schools in which pupils of differing religions are taught together in all other studies, meeting separately for religious teaching in accordance with the wishes of their parents. These schools are the most common type today in Germany. In the rural districts they are apt to be the only kind available. They constitute by far the most interesting part of the German experiment in offering diversified religious instruction. No one could have been sure, a few years back, that the plan would work. It is reported to be developing an attitude of religious tolerance in the children.

Denominational teaching in American public schools is repugnant to the majority of educators and to public opinion in most of the states. Possibly if this were not so, the nation would make more rapid progress in the reduction of crime and the cultivation of high moral standards. However, religious teaching is difficult to appraise, as well as difficult to secure for the great bulk of our boys and girls in present-day America.

UNDERGRADUATE MORTALITY

IF PAST experience holds true, only half the young men and women who were admitted to American colleges and universities this fall will remain to be graduated four years later. One-fifth of the 300,000 entrants will be eliminated the first year.

College faculties need to pay stricter heed to this problem of student mortality. It constitutes a serious economic, social and intellectual waste. Evidently the higher institutions of the country are not succeeding in the selection of registrants. Something is amiss in judging the qualifications of applicants. But that is not all. For it seems fair to assume that many who drop out or are dropped, after entering college, could be retained and adjusted to their environment and opportunities if given sufficient guidance of the right sort.

The strain upon the colleges in greatly enlarged enrollments is, of course, tremendous. At the beginning of the century only one person in 1,000 attended a college. Today one in every 150 does so. Due allowance must be made for the difficulties inherent in so vast a change.

The solution is to be sought in more careful scrutiny of entrance standards —perhaps in more careful study of each individual applicant rather than in determination of specifications to be applied generally. But colleges stand in need of the same self-examination which has gone on in the lower schools, to discover wherein their instruction is and is not adapted to the minds of youth. Elementary and secondary education have been studying the boy and the girl, and are still engaged in that encouraging process. Higher education has made only a small start in that direction and will need to go much further before the gigantic waste known as student mortality is checked.

DISTRACTIONS

AN INTERESTING study might be made of the so-called distractions, and whether they are as distracting as they were a few years back.

Something of the novelty has worn off, in the cases of radio, automobiles and motion pictures. Social engagements continue to prey upon the time and energies of pupils. In certain communities, however, there is more general respect for the demands of study.

Anson W. Belding

Associate Editor.

A New Experiment in Education

By JOSEPH E. MADDY

University School of Music, Ann Arbor, Mich.

THE remarkable growth of the school orchestra during the past few years is one of the outstanding educational developments of the period. Before the advent of the school orchestra instrumental music was regarded as a "high brow" study, for the few who were endowed with musical genius and who could afford an expensive musical education. The school orchestra has democratized instrumental music, for now it is within the reach of hundreds of thousands of boys and girls whose finances would not permit of an expensive musical education of the conservatory type.

Musical genius, once considered a rarity, is now known to be prevalent in every schoolroom, and steps are being taken to give this talent an outlet through the school orchestra and band. Class instruction in instrumental music has proven to be more efficient as well as more economical than private lessons, and thousands of school systems have inaugurated these classes, which are usually taught by a member of the regular teaching staff, in school hours, and with school credit.

A recent survey of the high schools of Michigan showed that 90 per cent. of the high schools in the state had orchestras while over 70 per cent. maintained bands. Estimates based on a nation-wide survey made in 1927 showed a total of 45,000 school orchestras and 15,000 school bands. In 1917 there were probably 200 school orchestras and 50 school bands.

In 1916 the Board of Education in a certain city allowed in its budget $10,000 for the purchase of musical instruments and equipment, the act resulting in severe criticism of the board and the eventual dismissal of several of the members. Today musical equipment is considered as essential in many school systems as gymnasium and laboratory equipment.

A great stimulus to the school orchestra and band development has been the contest. School orchestra contests have developed in at least thirty states, and a national contest is scheduled for May, 1929. Band contests have developed even more rapidly, national contests having been held in 1926, 1927 and 1928 with growing interest and enthusiasm. The formation of all-state orchestras has given added impetus to school orchestras in twenty-six states where these groups have functioned. For these gatherings players are chosen from many localities and brought together for a short period of training, one or two days, culminating in a concert.

Perhaps the greatest single factor in raising the standards of the school orchestra is the National High School Orchestra, a gathering of some 300 of the finest high school musicians of the country, chosen by competition to represent their community. This group met first at Detroit in 1926 for a five-day period of preparation for a memorable concert given for the Music Supervisors National Conference. The following year a similar group was organized to play for the Department of Superintendence at Dallas, and again the present year for the Music Supervisors National Conference at Chicago.

The most recent and at the same time the most significant development was the formation of the National High School Orchestra Camp at Interlochen, Michigan. This organization began operations in June, 1928, and extended for eight weeks, during which the players were given intensive musical training under nationally known instructors.

Many tales of wonderful summer vacations are heard around school buildings these days, but it is doubtful if very many students put in as enjoyable and profitable two months as did the one hundred and fifteen fortunate high school youths and maidens who attended the National High School Orchestra Camp at Interlochen, Michigan.

Although this was the first summer in the history of this camp, its accomplishments have exceeded the expectations of its founders, so that its continuation through the years to come is a virtual certainty.

The founders felt that there was need in America for some one place where talented high school students might go to "carry on" their music work under ideal conditions and which at one and the same time would provide incentive to promising boy and girl musicians, and to reward pupils of outstanding ability by giving them association with instructors who would help them achieve their goal.

So it happened that in the latter part of June, when the hundred and more keen-looking youngsters from thirty states jumped off the train at Interlochen, they found a veritable city of music spread before them, sponsored by the Music Supervisors National Conference, the National Federation of Music Clubs, and the National Bureau for the Advancement of Music. The boys' camp was located on Lake Wah-Be-Ka-Ness, while the cottages of the girls' camp dotted the hills overlooking Lake Wah-Be-Ka-Netta, a mile away. Midway between the two camps stands Interlochen Bowl, also a part of the orchestra camp, where are carried on orchestra, band and chorus rehearsals, and where concerts are given several times each week for the public. Although this natural amphitheatre will seat six thousand people, it frequently has not been large enough to hold the crowds that

turned to the woods when concerts were announced.

The playing of these youngsters won not only the applause of the public but the admiration of such outstanding musicians as Ossip Gabrilowitsch, Howard Hanson, Leo Sowerby and Carl Busch, all of whom appeared as guest conductors at the camp during the summer.

The following represents a fairly typical day at the camp. Lots of hard work to be sure, but balanced with sports and other activities. So well did life agree with the youngsters that they averaged a gain of nearly six pounds in weight during the eight weeks:—

6:30 to 7:00 a.m. Rise, take dip in lake.
7:00. Breakfast.
8:00 to 9:00. Clean up, inspection.
9:00 to 11:00. Orchestra rehearsal.
11:00 to 12:00. Music classes, or recreation.
12:00 to 1:00. Dinner.
1:30 to 2:30. Music classes, or recreation.
2:30 to 4:00. Band rehearsal.
4:00 to 5:30. Baseball and sports.
5:30 to 6:00. Swim.
6:00 to 7:00. Supper.
7:30 to 8:30. Choir rehearsal, cottage orchestras and dramatics.
9:00. Everybody in cottages.
10:00. Taps.

An abstract from a lengthy article in the Grand Rapids Press by a woman staff writer who visited the camp gives a rather good picture of life within the camp. "This is, on the whole, a remarkably stimulating camp," she wrote. "A busier, happier lot of young folk would be difficult in finding, and there is perfect co-ordination between work and play. Observing these young students as they rush about the camp going to and from orchestra practice in the bowl or to classes in the 'Little Red Schoolhouse,' or engaged in other class work and recreational pastimes, it is impossible to discern whether they are at work or play. One is just as zestful as the other.

"They go about in comfortable camp clothes. The girls wear knickers, bloomers, or plus-fours, with loose blouses and sweaters. Their bobbed heads are guiltless of hats. It takes a sharp eye to know the girls from the boys. One thing is especially observed—there are no idlers. Every hour of the day, from 6:30 in the morning until 9:30 at night, is arranged according to schedule."

Disciplinarian of the camp is T. P. Giddings, supervisor of music in the Minneapolis public schools, and who is also general supervisor of instruction in the camp. Every activity starts on time, and any one so much as one minute late must see Mr. Giddings before taking his chair.

The financial side of the camp is handled through the National High School Orchestra Camp Association, a Michigan corporation, not for profit. The officers are Joseph E. Maddy, president; T. P. Giddings, vice-president, and Willis Pennington, secretary-treasurer. Mr. Pennington donated the camp-site of fifty acres of woodland, bordering on two beautiful lakes. The cost of the buildings and equipment was well above $60,000, a portion of which was contributed by individuals, organizations and business firms. There is an indebtedness of $40,000 on the camp, but after this is cleared up it is expected that the camp's running expenses will be more than balanced by the scholarship fees and receipts from concerts at Interlochen Bowl. When this occurs the scholarship fees will be lowered so the organization will "break even." To be admitted to the camp, applicants must be recommended by their school authorities and possess outstanding talent. Scholarships for the 1928 session of the camp were furnished by the Juilliard Musical Foundation, local Rotary, Kiwanis, Lions, music and women's clubs, schools and individuals throughout the country. An interesting year book has been prepared by the students and published through the courtesy of the Aeolian Company. A copy may be had by addressing the writer.

Christmas Then and Now

By RUSTIC BARD

(Then)

"Peace on earth, good will to men,"
The angels sang that night.
Wise men came to find the Christ,
The star their guiding light.
"Gold and frankincense and myrrh—"
A precious gift they brought.
Their hearts with peace that night were filled
They found the Christ they sought.

(Now)

Softly shines the glowing light,
The ropes of tinsel gleam,
The glittering, glowing globes
Seem as a fairy dream.
Heaped beneath the Christmas tree
Like mounds of drifted snow
Packages with ribbons tied.
The contents soon we'll know.

Music floats upon the air,
The children shout and sing,
'Round the lighted evergreen
We hear their voices ring.
Youth and age, alike, are glad
When Christmas time draws near.
Daily cares folks then forget
Amid the Christmas cheer.

Opportunities for Youth in Big Business

By JOSEPH V. HANNA

Vocational Counselor of New York City West Side Y. M. C. A.

ABOUT two centuries ago the father of Benjamin Franklin took his young son by the hand and conducted him among the simple industries of the then frontier Boston so that young Benjamin could select the calling which appealed to him most, as a field in which to devote his life of vocational service.

We have gone far since the time of our Quaker pioneer of two centuries ago. Territory which was then a wilderness has been transformed into a network of factories, railroads, and paved highways. The miracles of modern industrial genius are no longer limited to the surface of this original wilderness, for underneath it, and above it, modern mechanical inventions, engineered by the hand of genius, are conquering the forces of nature. Paralleling these developments in industry there have grown up great systems of finance which make all men dependent upon one another.

It seems unnecessary to mention these developments which are so well known to us all, except to point out that into this matrix of industry and business our stream of young life, of young manhood and young womanhood, is continually finding its way.

Every young person faces the task at some period relatively early in his life, of finding a job. Unfortunately there are few fathers who can take their son by the hand and show him all the vocational enterprises which even the city of moderate size affords. Modern industrial and business life is far too complex for that. At best, each individual can come directly in contact with a very narrow portion of vocational life.

Modern parents have to go about the task differently. They have to use twentieth century methods in bringing to their charges the fascinating, hopeful, tragic and character-building aspects of modern business and industrial life. The co-operation of well-qualified representatives from business and industry must be secured in this educating and guiding process. Young people must ever be on the alert to take advantage of every good opportunity for obtaining worthwhile information. At the same time they must be on their guard against questionable agencies which dispense a so-called expertness in the analysis of ability and of character, which has little foundation in fact. The young person all too frequently selects his life work by chance or circumstance, by the trial and error process. In a large number of instances there is at hand no sympathetic and intelligent adviser to help shorten this trial and error process, —to put balm on the wounded feelings and to help heal the injured pride.

Some young people fortunately stumble onto that job which holds for them a reasonable measure of success, without great effort. Others find employments which run counter to their intellect and emotional make-up; their hope for success and that happiness which comes from work well done being in the possibility of an early change of jobs, a later painful and laborious readjustment, or a remaking of their own personalities and identities to fit the job.

Young people today have the advantage of formal training opportunities such as the world has probably never before offered. In one respect, however, this education is far from complete. I refer to the misunderstanding on the part of young people of the vocational opportunities with which they are surrounded. Until young people who are candidates for employment come to know something of the opportunities and problems of industry and business, into which they are so soon to go, and until they have formed correct general habits of work and work attitudes, they cannot be called really educated.

Many young applicants for employment are "strangers in a far country" when confronted with the maze of problems which characterize our great business and industrial laboratory. The most painful experience that can come to a vocational counselor is that of trying to assist a young man to make a new vocational adjustment, after several years of mediocre success or failure in a job to which he was not adapted.

There are many reasons for such misfits. Many parents, ambitious for the highest success of their children, insist on their pursuing school courses according to some notion of family pride, social position, etc., without sufficiently taking into account their intellectual or emotional qualities. Many hard-working parents look upon the training which their sons and daughters are receiving as a release from such toil as they, themselves, have always known. They see in education a transforming power, but they fail to see that an ill-advised course of study transforms in a downward rather than an upward direction. All too late do they discover that instead of habits of success, there have been developed habits of failure in the lives of those who are to carry forward the family traditions.

The young person with a mind not fitted to the mastery of book or paper work, sometimes forced

by unsuspecting parents, and sometimes motivated by social aspirations of his own, seeks a job clothed with a certain amount of fancied social dignity, and surrounded by a white-collared atmosphere, for the work of which he is not at all suited. Such a worker ultimately finds his way into that army of "ne'er-do-wells" who can never pass beyond a mediocre level of performance.

Interest of the young person is sometimes made the basis of vocational choices. This is safe where superficial interest is not mistaken for aptitude. That an imaginative youngster is interested in the life of Thomas A. Edison is little proof that he has natural ability for the work of an electrician; that he may be carried away by the exploits of Lindbergh is no index as to his potential ability for aeronautical engineering.

What is the explanation of these mistaken ideas on the part of parents and young people which make for vocational maladjustment? The explanation is not to be found in any basic desire on the part of workers to qualify for work for which they are emotionally and intellectually unfitted, although many workers are pursuing the will o' the wisp, or seeking the end of the rainbow, in the employment goal which they have before them. Neither is the explanation to be found in the indifference of parents toward the vocational interests of their children. We know that most parents are extremely interested in seeing their sons and daughters happy in their chosen work.

The explanation of the vocational misfit in the majority of cases lies partly in the worker's ignorance of the actual opportunities and demands of the occupation of his dreams, and of other occupations. The explanation is to be found in part in the workers' inadequate inventory of their own personal qualifications for the job. Many students pursuing training courses in preparation for specific kinds of work know little of the nature of the jobs for which they are preparing. It may be that they have seen the job dressed up and paraded dramatically on the stage before them, in which case they too frequently say: "I'll be it!" without understanding why. Perhaps they have seen the job written up popularly in two or three pages of a book on occupations, in which case they choose without understanding the intimate, challenging problems which the job presents. In short, young people all too frequently choose jobs on the basis of the superficial and dramatic elements. The results are disappointment and discouragement that should not occur.

Young people lose confidence in themselves when there is no genuine reason for such loss of confidence. To summarize the situation in a terse statement—young people make this tragic mistake because of their ignorance of the demands of business and industrial life. One of the chief reasons for this gross ignorance concerning business and industry on the part of the young people is the belief that they can become acquainted with any occupation on the basis of superficial and formal information concerning it, and without understanding some of the problems which have to be met and some of the sacrifices which have to be made in attaining success in it. All too often the opportunities of the occupation are presented, without presenting at the same time the investments which have to be made in hard and careful work in order to enjoy the success so dramatically portrayed.

The young person, therefore, frequently wants to gather the fruit without climbing the tree. He wants promotion without thought of work beyond his schedule of hours, in periods of stress when his boss needs him most. It is important to bring to young people and to the parents of young people, vital information concerning the opportunities and problems they are to meet when they start on this interesting and significant conquest of a job. There is no place for the introduction of any mysterious or mystical formulae for the prediction of success in the definite occupational fields. There is no hocus-pocus procedure by which it is possible to make editorial writers out of ditch-diggers on the basis of bumps or depressions on the head, or other physiological or anatomical traits. These purposes and methods should be left for those who "wave the magic wand" and write vocational prescriptions, and by so doing violate that saner educational approach which is advocated by these personnel men from business callings who really know their stuff.

True vocational guidance will bring before youth the vista of opportunities which await young people in various fields. Such opportunities and problems will be so presented as to exercise the gray matter of young people in discriminating and thinking through each situation so that they may properly appraise their own interests, desires and abilities. Such information may affirm the enthusiasm which some young people have already developed for certain types of work. At the same time it should so function as to direct those unsuited to the occupations presented to a consideration of other lines of work for which they may be suited. In any event adequate counseling should stimulate young people into an intelligent investigation of any lines of work in which they may be interested, in the light of their personal qualifications. In turn this may also stimulate the parents of young people to be continually on the alert to bring to their sons and daughters, in correct perspective, the disadvantages, the advantages and the required qualifications with respect to the various types of work with which they come in contact.

Dean W. F. Russell's Report

[The most interestingly important utterance of the year is the first annual report of Dr. William F. Russell as Dean of Teachers College, Columbia University, from which we quote with genuine satisfaction—Editors.]

"ONE of the most perplexing problems of academic administration today arises from the simultaneous impact upon the school of three popular demands—that pupils be accommodated in greater numbers, that training of better quality be offered, and that there be greater economy in all public expenditures.

"The American people want educational opportunities to be widely extended. Our nation was founded upon the assumption that all men are created free and equal and we have come to believe that all should have an equal chance. We desire no leader to be selected on account of his wealth alone, no child to be bound by the accidents of birth; and we hope that the time may soon come when the race of life will be run from an even start with a free field. Franklin and Lincoln are our heroes. 'Onward and upward' is a favorite motto. The most gratifying spectacle to most of us is that of the poor boy rising to the gilded heights. The humble origins of Smith and Hoover are political capital. This is the explanation of the growth of our school system and forms the underlying cause of the extraordinary expansion of all its parts. The public school is dear to the hearts of the American people. Through it they hope to realize their fondest desires; and they will not rest content until every boy and every girl is given opportunity commensurate with ability, regardless of birth, wealth, or health. Americans want more education.

"At the same time they want better quality of education. They are not satisfied with the schools as they are. Returning travelers receive thoughtful attention when they pronounce American education as inferior to European. Merchants and manufacturers complain of the deficiencies of the graduates of our schools. Famous critics perceive a lack of thoroughness, they detect a certain softness in our teaching; and they plead for the production of true scholars and a return to scholarly ideals. Legislatures enact laws requiring higher standards and better teachers. School authorities advance admission requirements and restrict attendance. Certain colleges practically elect to membership a favored few. Waiting lists are long. Institutions secure popular support by announcing as their aim education of fine quality, and they point with pride to small classes, individual instruction, and education by conference under a tutorial system.

"The American people want quantity and quality, and at the same time display a solicitude concerning all public expenditures. The economy program of the national administration, which has had wide public appeal, has been reflected in states and localities by the appointment of budget directors, the adoption of economy policies, the rigid scrutiny of all payments, and the reduction of taxes. Some experts assert that the United States cannot afford to support its present educational program. This seems absurd, but one may well pause when he looks into the future. If the American people proceed with a policy of extending education widely and at the same time increase expenditures in order to work for quality, the time may be not far distant when we shall be forced to consider whether we, as a nation, can afford to pay for all that we want. It is to be hoped that our economists will address themselves to this problem. A portion of the people by their own labors are able to support the balance who are not at work—the young, the aged, the ill, the unemployed, and those who are in school. The ratio of the productive to the unproductive depends upon a variety of factors, among them being wealth of natural resources, geographical location, climatic conditions, length of the working day, week, and year, degree of productivity, economy and thrift, amount of unemployment, age of retirement, birth and death rates, ratio of children to adults, general health conditions, and the effect of the educational system upon such of these as are modifiable. Thus the early age of retirement in France, the low productivity of China, the frequent holidays of Spain, and the extravagance of the United States, considered by themselves alone, would be conditions tending to limit the educational program; while on the other hand, the thrift of Holland, the long hours of labor of Germany, and the high degree of productivity of the United States, considered by themselves alone, would have the opposite effect. From the weighing and interlocking of these factors will come in time the answer to the question of how good and how extended an educational system a country can have. It seems reasonable to believe that in general we can pay for our present program—and with a more equitable distribution of the burden we can probably afford a more extended one; but the time will surely come when the economic limit will be reached and beyond that we dare not go.

"The problem is as difficult as it is important. Those who favor quantity are extending educational facilities and welcoming the hordes of students who flock to the doors of our schools and colleges. Those who think first of quality are restricting attendance in order to do their best for

small numbers. If it were possible to give a satisfactory education to large numbers in big institutions under conditions of reasonable economy, the results would be of utmost importance. After all, it is a question of the possibility of quantity production of quality in education."

Pedagogical Paragraphs

By EDGAR S. JONES
Monticello, Illinois

THE teacher should always be painstaking in preparing daily plans, daily and monthly reports, report cards of pupils, and in fact, all types of written reports.

2. The using of mental tests is an educational necessity; however, it should be assumed that the teacher should spend more time in attempting to create conditions so that the making of errors is reduced to a minimum. The spending of several hours a week in checking papers, and then merely passing them to the pupil to glance at for a moment, is of but little educational value.

3. The co-operating with your associates, such as superintendent, principal, Board of Education or other types of superior officers, is a necessary element if real work is to be accomplished. There is only one exception, and that is on a question of morals.

4. All teachers must recognize that their specific duty is to take the child as he is and cause him to at least approach the goal. The mere following of the textbook, the discipline of the pupils and the conducting of a recitation in a systematic manner are never sufficient.

5. The using of tact or poise is an essential to be used under all circumstances, before, during, and after school.

6. We all recognize the importance of intellectual training—the causing of the pupil to master the fundamentals of mathematics, science, language and kindred subjects; however, the most essential element in teaching, whether it is the first grade or the fourth year high school, is the one of character training.

7. It is recommended that in the giving of grades on any subject that the teachers consider the fact that all the blame should not be attributed to the student. The child may only make a grade of 60 per cent. on a certain test or type of work, but this does not necessarily mean that he is to pay the entire bill. The wise teacher is the one who assumes that the 60 per cent. grade is partly the result of her attitude, incompetency and lack of ability to direct the pupil in his attack.

8. We must realize that character building depends largely upon the proper formation of ideals. The teacher who through example, suggestion or discussion causes the pupil to have a clearer vision of what life is really intended to be is really doing work of an inestimable value. It must be recognized that character formation is a result of personal or individual effort rather than of group methods—lectures, printed suggestions, and the telling of what should be done or what should be omitted.

9. Aside from doing a high type of work along the mental line, a certain teacher in a city of about 4,000 population spent considerable time on discussing privately life situations with boys and girls. In some instances the teacher would have these consultations with two or three at a time. She had the faculty of so arousing the pupil's interest in character formation that practically all of the pupils who came under her guidance have since entered the various walks of life and have and are still exemplifying the truths that they became infatuated with while under her direction. In many instances the pupils were not able to make even an average grade, in the academic subjects, but when they entered life activities were rated far above average for the simple reason that they were putting into practice the ideals aroused by this particular teacher.

10. In thinking about reasons or incentives that the pupil should understand and eventually apply, it might be well to enumerate the following:—

(a) There is joy in doing, saying or writing well what we learn.
(b) Through the instinct of curiosity you and I desire to understand more fully.
(c) The person who is studious has a feeling he is getting power. Power is the ability to use as much of 100 per cent. of yourself as possible.
(d) It is the wish of all to excel.
(e) The folks at home are counting on the pupil.
(f) The teacher, the Board of Education, and the community in general have faith in the pupil that he will do his school work well. The students cannot afford to disappoint them.
(g) A number of associates will have a higher regard for the pupil.
(h) Genuine pleasure and happiness comes largely through the giving of some kind of effective service. The folks who do this are and have been for some time genuine students.
(i) The individual who studies is better able to do and decide problems relating to the physical side of life. This is also true relative to the mental and moral activities.
(j) Students who complete a high school course are considerably more able to earn more

money than if they had left school while in the seventh or eighth grade. If the time has been misspent during this period it might have been best if the student had been employed at hard labor. The world is looking for the folks who have studied.

(k) The scholars who complete a college course have a decided advantage over all competitors in the field of life, providing they have dug into the opportunities afforded for study.

11. Institutes and local teachers' meetings are intended to arouse the interest of the teachers, cause an inspiration and assist them in making a more permanent organization in all types of school activities. If the teachers are only present physically, there is but little acquired.

12. It is always a necessity for the teacher to pay particular attention to the lighting, seating of pupils, heating, ventilation and the care of books and working material. Of course, in many instances, monitors should either do or assist in handling much of the working accessories.

13. Pupils who form the proper posture habit in studying, reciting, walking and playing, have acquired characteristics that will aid them in their future work.

14. It does not matter much whether a teacher is teaching a second or third term in the same neighborhood or whether it be a rural or city school. The question of primary importance is that the worker recognize the fact that there are numerous adjustments and relations to be made in any educational environment, however small it may be. You and I will have to agree that the ability to adjust ourselves to an environment is one of the master keys.

15. As a final preparation before beginning the regular day's work, it might be well to retrospect and thus get in the proper attitude for the pupils. Sometimes the teacher does not appreciate what school presence means to the child. It is really an event, and means more to the child than it would to a "grown-up" who is attending a university.

16. On the first morning and every other morning for that matter the teacher should arrive at the building sooner than the time set. The individual who uses her good common sense, keeps her poise and goes about her work in a natural manner always wins the confidence of her pupils. Punctuality on the part of the teacher has an influence that cannot be estimated.

17. Although the promotion of proper moral habits is a feature of school work it is a fact that the obtaining and maintaining of them is brought about in direct procedure. The element of truth or any other characteristic should be so presented that the student will discover the situation himself. It should be realized that the elements of conduct cannot be forced upon pupils, hence the necessity of inducing the child to use his initiative. It does not pay to exhort regularly to a class on moral phases.

18. Perhaps the major fundamental in teaching is to cause the pupils to realize that they must do the learning themselves. If this fact is taken into consideration, there will finally be but few who do not do at least averagely well. The teacher must, however, establish a personal relation with each child so that pupil timidity finally disappears.

19. Any teacher, regardless of previous training, should always be interested in educational theories, educational journals, books and courses of study that should be studied carefully. Any teacher who will study two or more pedagogical books a year will be able to do more efficient work.

20. The teacher should develop an interest in athletic games, orchestras, school entertainments, P. T. A. meetings, community movements and kindred activities.

21. The teacher who becomes acquainted with the parents of the children is often able to easily solve many apparently difficult problems.

22. It quite often happens that attendance is increased many per cent. by the co-operative spirit that the teacher uses in association with the health of the pupils. The individual who does this will usually take at least a mental part in the pupil's activities outside of the school hours.

23. If a teacher is inclined to pay but little attention to her appearance there will be a visible improvement of all in the schoolroom if special daily attention is paid to having a neat and adapted appearance.

24. It is always a help in creating a better attitude if certain conditions arise that cause the pupils to have a laughing period. The teacher usually can create such conditions. If pupils form the habit of laughing every few minutes at some trivial occurrence it interferes with any study or recitation period.

25. Sometimes the teachers are inclined to have a disorderly room based on one of the following reasons:—

1. Children will be children.
2. It affords expression.
3. The child should have personal freedom.
4. It is a training for democracy.

If careful study is made of life situations any person will come to the conclusion that schoolroom hilarity is a demoralizing feature.

26. There is not any doubt but that American Education Week will eventually cause parents to become more familiar with the ideals of the schools. The teacher who makes an attempt to comply with the requests made by the various interested organizations during this week will do a high grade of educational work.

27. Although the teacher works with individuals in certain phases of school procedure, it is always necessary to hold in mind that successful group or

(Continued on Page 609.)

Educating Women

By ARTHUR DEAN

There's a business man of considerable prominence in this broad land who criticises our schools. He will remain unnamed because this page has no desire to advertise his business or the book he has written. He starts off with the question, "What is the matter with the schools?" I must confess his answer is short and snappy in his one worded reply, "EVERYTHING."

He goes on to say it is hard to conceive how schools can be worse than they are, worse for children, worse for the parents, worse for the taxpayers, and worse for the country. Well, that's covering a lot of territory.

The gentleman ignores what the schools are doing in promoting health, by providing wholesome recreation in and out of doors leading toward the wise use of leisure; by having children study the facts of personal hygiene and public sanitation that they may develop an appreciation and a knowledge of health as a foundation of happiness; and finally by making a special provision for undernourished or handicapped children.

The gentleman ignores what schools are doing to improve homes, by teaching children how to cook, to sew, to repair home equipment, manage family budgets and other essential home techniques; by giving training in music; by reading, conversations and other recreations that enrich the home life; by showing how boy-girl relationships may be kept on a high plane of mutual respect and helpfulness; and by bringing home and school into full co-operation through Parent-Teachers Associations.

The gentleman ignores how the schools encourage learning and thinking by teaching the common branches which are the tools of learning; by making the atmosphere of the school such that children will acquire the spirit of learning as a part of a life-long enterprise; and by helping maintain a public sentiment that demands adequate educational facilities for all children.

The gentleman ignores what the schools are doing to develop vocational efficiency by aiding children to explore vocational fields to fit themselves for those in which each is best suited, and by giving specific training for vocations taught in technical departments, continuation schools, night schools and extension courses.

The gentleman ignores how the schools prepare for faithful citizenship, how the schools train for wise use of leisure, and what the schools do to build character.

Criticising our public schools becomes a great indoor sport when one seeks the limelight.

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Personal and Professional

JOHN C. BROADHEAD, assistant superintendent of Boston, is the official promoter of the various phases for helping pupils to become fine citizens equipped to be skilled workmen with a good education. Since the introduction of part-time work in the Quincy elementary school in Boston in 1901 he has been the motor power of the co-operative plan of learning while earning, and earning while learning, especially since 1917, by which thousands of skilled workmen have a high school education, which was unthinkable fifteen years ago.

WILLIAM DUNLAP KNOX, who died at Chester, South Carolina, recently, at the age of eighty-one, was serving his fortieth year as county superintendent, which is probably the record for a county superintendent in the country. He was highly esteemed in the state.

R. E. BROOKS, dean of the College of Commerce of the State University of Georgia, author of the History of Georgia, and an appreciated leader of Northern Georgia, was the first Rhodes scholar of the state, graduating from Oxford University and earning his Doctorate of Philosophy from the Wisconsin University.

NICHOLAS MURRAY BUTLER, president of Columbia University, succeeds the late William Milligan Sloane as president of the American Academy of Arts and Letters, which was created in 1904. The first president was William Dean Howells. Dr. Butler is the third president; each of the others died in the service of the society. In accepting the honor Dr. Butler said:—

"Gentlemen, I have the greatest affection for this Academy and the profoundest faith in its traditions, its ideals, its possibilities. In this public service we have had together we have had no question that we could not solve by a little informal discussion. We have had no differences among us as to our ideals and purposes, or the ways and means to accomplish them. To be asked by you to succeed Mr. Howells and Mr. Sloane is a most distinguished honor, of which I am deeply sensible, and to be friend and associate of the group in front of me and of the larger group which makes up the body of the Academy, is as great a distinction as any American, given to the intellectual life, can possibly enjoy. I thank you heartily and place myself wholly at your service."

KYLE T. ALFRIEND, general secretary of the Georgia State Association (Macon), has in five years brought the membership from a few hundred to ten thousand, and has this year developed a plan by which the State Association had four wisely informing and highly inspirational district meetings in Waycross, Albany, Gainesville, and Rome, with an attendance of more than six thousand.

Mr. Alfriend was for five years on the faculty of the State Woman's College at Milledgeville. He had demonstrated remarkable skill in salesmanship, had won the admiring appreciation of the state, professional and personal, so that he literally created the modernized State Association, and was its executive leader as naturally as a bud ever blossoms.

EDWIN A. LEE, University of California, president of American Vocation Association 1925-27, is the most heroic defender of purely professional guidance that we know. He certainly calls a spade a spade when he protests against "unscrupulous individuals who pose as guidance workers."

Here are some of Professor Lee's ethical ideals:—

"The profession of the guidance worker is as lofty in its ideals as are the ideals of those who make up the profession. Guidance workers, while building up the professional spirit from within, should labor unceasingly to eliminate from their ranks all those whose activities or whose lack of training tends to discredit the profession.

"The guidance worker is pre-eminently a scientist, a social scientist. As a scientist he is intensely interested in the truth. Information concerning occupations, people, schools, is the raw material with which he works. Classification and adequate interpretation of this information is the endpoint he seeks in his attempt to serve men and women. Satisfaction with incomplete information, acceptance of indefensible interpretation, is foreign to the creed of the true counselor.

"The guidance worker aims to aid individuals to find themselves. By virtue of the relationship he holds to those whom he serves it is easy to tend toward prescription rather than counsel. The professional counselor will guard against the tendency to determine or to dictate what the choice of another shall be. He is neither the judge nor the advocate. Rather is he the keeper of the records with all facts and all evidence in the case available.

"Guidance is a public service. The greatest hope for its complete professionalization lies in making such service a part of the public school system, thus separating entirely the service element from the financial element and in addition making possible a universal service for the children of the nation."

The Measurement of Adolescence

By RUTH E. ANNIS
Revere, Massachusetts

THERE are many important factors which affect the school life of the adolescent boy or girl. This paper will deal with only two phases of adolescence, the physical growth of adolescence and the anatomical and physiological age of adolescents.

For several years teacher-training institutions have featured courses dealing with the junior high school. The psychology part of these courses usually deals with the mental and behavioristic aspects of the adolescent pupil. Too little attention is paid to the physical aspects of adolescent growth.

Adolescent behavior is conditioned by physical growth, and in order to understand as much as possible of all the factors which help determine adolescent behavior, it is necessary for the junior high teacher to know the important facts concerning adolescent growth, and also how they affect adolescent behavior.

"Biologically, adolescence means the period from the beginning (puberty) to the attainment of full growth of the sex function" (Pechstein & McGregor, p. 12). The common or popular idea is that the period of adolescence begins for girls from about thirteen to sixteen years of age, and for boys from about fourteen to seventeen years of age. But, actually, the beginning, growth, and maturity of pubescence vary greatly among boys of the same age and among girls of the same age.

Skeletal and muscular growth is very rapid during adolescence. The muscular growth takes place more rapidly than ability to use it and co-ordinate the muscular activity of the body. Speed and accuracy of movement do not keep pace with muscular growth. The junior high teacher should not expect nicety of muscular proportions from her pupils.

Activities providing for the exercise of the larger muscles should be provided. Some of the work, such as auditorium work, projects, group work, greater use of the blackboards, the socialized recitation, physical training and practical arts.

Voice changes among boys is due to adolescent growth. Many a boy is considered stubborn for being reluctant to take part in oral recitation and in singing, when, as a matter of fact, he should be given great consideration and tactful treatment. The boy whose voice is changing should not be required to sing. Provision for individual differences of pupils demands that the school excuse such a boy from singing. In the larger schools the school orchestra will serve as a means for suiting the musical instinct of many boys. Elementary music opportunities can be used as a substitute for singing in some cases. If no substitute can be found, the boy whose voice is changing should be excused from music.

The period of adolescence is not marked by the appearance of new instincts. There is no marked growth in intelligence. There is a decided growth in the functioning of the glandular system.

Chronological age and mental age are the ages most familiar to teachers, but physical age is important because it differs from chronological age as widely among some groups of pupils of the same chronological age as mental age does. Difference among the pupils as to chronological age not only affects the educational age, but also points out to the teacher the necessity for modifying the educational process in order to meet the requirements of the pupils by providing for individual differences.

The safeguarding of health is one of the most important duties of the school. A knowledge of the physical growth characteristics will go far toward a more careful guarding of adolescent pupils, in regard to their health, as well as providing for their individual needs in the matter of content and method of the educational process. The oversized boy and girl are frequently at a disadvantage among pupils of their own chronological and mental age. Too much is expected of them. The mere possession of the knowledge that physical age and mental age have wide ranges among pupils of the same chronological age will cause the teacher to use more intelligent methods in dealing with her pupils.

The organized competition age of junior high school boys should be closely supervised. It is probable that weight rather than chronological age should be the basis for competition, although even this argument would not remove all inequality. Care should be taken not to overtax the strength of the pupils in physical growth. The baseball diamond should be smaller than the regulations demand. Basketball rules should be modified by reducing the length of the periods and by numerous substitutions.

There is a spirit of self-examination among the colleges; self-complacency has largely passed away.—Charles F. Thwing.

Pedagogical Paragraphs

(Continued from Page 605.)

class instruction is the basal method. If the recitation period is to be considered as above average there are certain phases that must be considered:—

(1) Children appreciate association with others.

(2) The working in unison always arouses the social element of the child.

(3) The sympathetic element is a main factor in any group.

(4) The class activity is an incentive to any member.

(5) The exchanging of opinions is always an *inducement* for further investigation.

(6) The proper encouragement of the desire of one pupil to assist another one is always commendable.

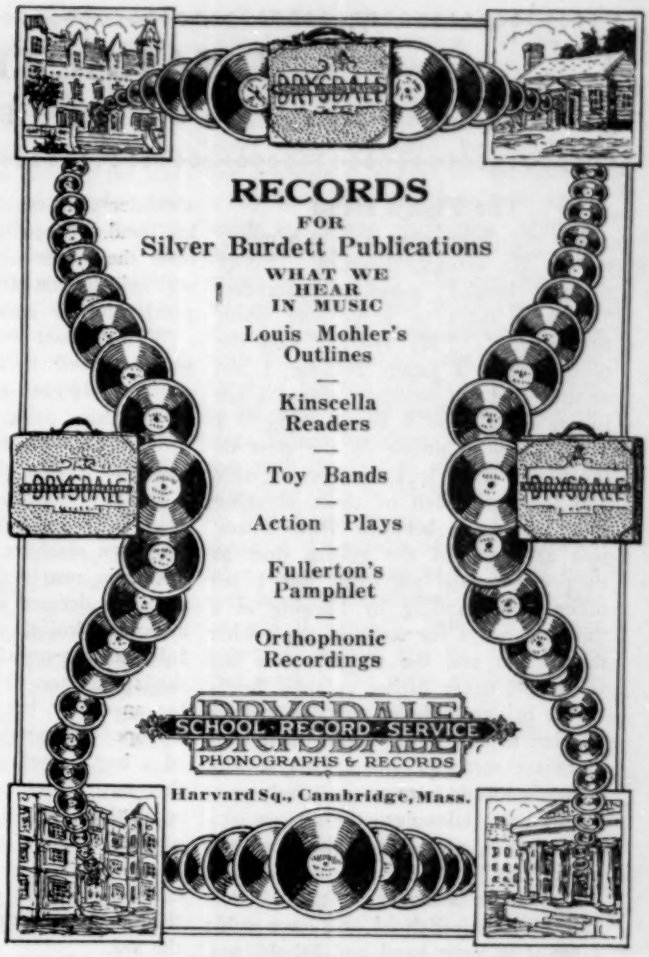
(7) Class interest is usually so far above individual interest that all will reach a higher standard of interpretation than if only individual instructions are given.

28. Although the instructor may desire to have the pupils demonstrate that they are forming the best habits of response, it is a fact that culture is always a slow process. The adaptation to new principles or conditions by the pupils is really a product of permanent interest.

29. In considering the increasing of the efficiency of the recitation the children should have an understanding or feeling that they have a responsibility in following the assignment. If this one feature is to be obtained the teacher must constantly set certain standards or requirements in such a way that the pupils have a conception of the goal to be reached.

30. The teacher who so arouses the interest of the group in the problem that is being developed that the majority of them start a search by outside investigation or inquiry, is really doing a high grade of teaching.

31. The education pessimist assumes that nearly all present-day methods are of an inferior type and that the educational training now in vogue is below standard. You and I must reach the conclusion that to do above average work necessitates a careful study of pedagogy and psychology, but at the same time we must be of the optimistic type and feel that the methods used from 1880 to 1900, and from 1900 to 1920 were highly satisfactory. We sometimes assume that there is not the yearly improvement in education tactics as there is in industrial endeavors or transportation, buildings, raising of crops and manufacturing. The child of ten years of age has a knowledge today that the child of fourteen had twenty years ago, hence the average teacher naturally takes this fact into consideration and applies present-day pedagogical principles accordingly. The teacher must of necessity continue to be a student, otherwise she becomes only a used car.



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AT ALL DRUGGISTS

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Fish's Head

The old philosopher was in a merry mood. He actually laughed. "Why do you laugh?" asked a bystander. "What is there to amuse you about this place?" "My friend," said the philosopher, "I laugh because I am amused. I am amused because I see in my mind's eye a funny thing. I see little men sitting in the dust of the road; their legs are spread wide and they are, each of them, scraping into the space between their knees, just as much of the golden dust as they can scrape together, and I see other men standing by begging in a thousand ways for some of the golden dust. You see, the scrapers live but to scrape, never lifting up their heads to the bright sunlight, and the beggars live but to beg, never taking their eyes from the scrapers' dust. That is why I laugh. Both have missed the meaning of life. I laugh at the serious way one scrapes, and the serious way the other begs." "I see nothing to laugh at," said the stranger. "It is all solemn business. Behold, you have gold; I see it in your hand and behold, too, yon beggar. Is he not hungry?" "Is he?" asked the philosopher. "Let us find out. If he hungers, my gold is his, but by his sleek sides, I judge he is a beggar because it is easier to beg than to do the day's work. Behold, here is a fish's head. It is all that is left over from my own lunch. Let it be the judge. Behold, I cast it at the beggar's feet. Does he reach hungrily for it? He does not! He casts an angry eye at me, and, by my beard, prepares to throw something back at me. Behold, now, this gaunt stranger on the left. He spies the fish's head. Its pale eyes look good to him. He seizes it and breaks it open. Within he finds the gold piece I had hidden there. He goes his way rejoicing. My gold piece goes with him. I am glad, for he truly hungered. No doubt, at this very moment, he is so full of joy at the possession of the gold that he has no wonder for whence it came. And so I laugh, my friend. I laugh at those who pass by the fishes' heads that bear within their mouths the gold coins of success."

The Oyster and the Pearl

Many, many hundreds, even thousands of years ago, a man came down to the seashore and found an oyster at low tide, clinging to a rock. The man wore a bear skin over his left shoulder and carried a huge club in his hand. When the man had broken open the oyster with his club, his eye was held by the pink gleam of a lovely pearl that lay inside the broken shell.

With a grunt the man picked up the pearl, turned it this way and that, squinted his eyes at it, and then threw it roughly aside. With grunts of satisfaction he greedily ate the oyster and then looked about for more.

Many hundreds, even thousands of years later, another man came down to the same seashore and found another oyster in nearly the same spot. This man was dressed as you or I, and had a pocket knife, with which he skilfully cut the muscle that held the hard shells together. He, also, was hungry for an oyster, but when the two shells lay open his eye caught the pink gleam of a huge pearl. With a cry of joy this man lifted out the pearl, held it up to the light, and enjoyed the beauty of the rainbow in which it seemed to be wrapped. With his mind wholly on the loveliness of the gem, the man threw the uneaten oyster back into the sea.

What had the passing of the years given to the second man that had been denied the first? As you look around at the people who are known to you, are not those who appreciate and love beautiful things of nobler nature than the rest? Do you ever lift your eyes to see the glory of a sunset sky? Do you admire a noble deed? Do you see goodness as something wonderfully beautiful?

As thousands of ages lie between the man who ate the oyster and threw the pearl away, and the man who kept the pearl and cast the oyster into the sea, a hundred thousand ages lie between the man who works wickedness and despised beauty and the man whose upright soul finds glory in every noble and beautiful thing.

Life—I

The philosopher paused on the crown of the hill and seated himself on a rock. "Below us," said he, "are the dwellings of men like ant heaps scattered on the plain. Men run in and out of dark doors, they drag burdens behind or push them on in front. Their eyes are forever on the doings of their hands. Do you wonder what it is all about? Are these men free or are they the servants of another or does a blind fate rule over them, lifting them up or casting them down as its brainless hand reaches out and seizes them in an abysmal night? In thinking of these things strange tales come to me. They have wings, my friends, some wings like butterflies, some like bats, some eagle wings. Whence they come or for what purpose I know not.

"At the crossroads on a great plain a lone traveler once lay flat on his stomach watching the busy goings and comings of an army of ants. He noted how some foraged for food and others stood guard and others tended the young and still others fed on the aphids that clustered under soft, green leaves near at hand. As he lay there, a second traveler came and stood over him. 'Friend,' said he, 'what think you of yon ant that has just come across the dead body of a bee? Was it fated that that bee should die and fall where she did, and that that ant should find her and carry her off?' The first traveler looked up and smiled. 'Nonsense,' he answered, 'Had the ant taken another road from the nest, the bee would have rotted where she lay. Pure luck, my friend, led him to his feast as pure luck leads all of us to the things that we prize most.' While the two were arguing a third traveler appeared and stood near them. 'Friends,' said he, 'If I may venture a remark it would be to the effect that both of you are wrong and that the ant came upon the bee as a result of its own intelligent toil. Toil, therefore, is the solution of all things, the cause of everything and the explanation of every consequence.' 'A thousand facts dispute your theory,' answered the first traveler. 'Nothing in this wide earth can escape doing that which it is fated to do.' 'I agree on the thousand facts,' said the second traveler, 'but pure, blind luck is the influence that rules the doings of us all.' 'So be it,' said the third traveler. 'Convinced against his will, a man is of the same opinion still, therefore, I shall argue no further but propose a test.'

(To be continued.)

Life—II

"'Here is a silver ring, coiled in the likeness of a snake. Behold, I break it into three equal parts. I give the head to one, the tail to another and the body I keep myself. Let us go our several ways and do our several deeds and live our several lives and then, on a day fifteen years from now, meet again in this exact spot to give testimony to the truth or falsity of the doctrines that we hold.'"

The philosopher paused to remove a

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sharp stone from his old sandal and then went on.

"Since the first traveler had not yet finished the study of his nest of ants, he lingered after his two companions had gone away. Suddenly, as he watched, he saw an ant struggling backwards out of the hole, dragging a tiny stone slowly into the light. Another ant pushed from below and a third lent what sideways help it could. 'Tis strange,' said the traveler, 'that so small a piece of gravel should tax the strength of three strong ants.' Just then the light shone on the surface of the stone and gave back a soft golden glow that was beautiful to see. Taking out his knife the traveler picked up the stone and laid it in the hollow of his palm. He next tried it with his teeth. 'As I live,' he cried softly, 'it is a nugget of pure gold. Where this came from there is more. Luck has been with me this happy day. Here shall I pitch my tent. Here shall I wrest riches from the world.'

"Meanwhile the second traveler has passed on to a city a hundred leagues away. He was reflecting on the folly of the traveler he had left behind at the ant hill as he went along. At just the precise moment necessary a beautiful maiden left the door of her father's house and walked down to the well under the palm. She bore an earthen water jar on her head. The shadows of the two lay side by side, as from different parts of the world the man and the maid reached the well curb on the same quest for the cool water that sparkled below. The traveler smiled at the beauty of the maiden and helped her fill her jar and then accepted a drink from her shapely hands. As the two looked into each other's eyes the ends of the world seemed to fold together and enclose them and imprison them each in the heart of the other. 'Come to my father's house,' said the maiden, 'and be our guest, for you are weary with the long way.'

(To be continued.)

Life—III

The philosopher paused. "Like life, this story could go on forever, but my throat is parched with the heat and I must hasten to an end. In the case of the man and the maid the inevitable happened. Love came and caught the two as in a net that the fisherman sinks in the deep sea. The maid's father was a mighty builder of castles and bridges and a maker of roads, and the man, having a heart for that sort of work, eagerly applied himself until his name grew greater even than that of his father-in-law. 'Fate,' said he to his beloved wife, 'drew you and me from the ends of the earth to the same well curb at the same moment and thus laid the foundation for all our happiness and success in life.'

"The third traveler went his own way filled with scorn for the beliefs of the other two. Onward he journeyed for a hundred leagues till he came to a city by the sea. Here he took up his abode and began collecting from all parts of the writings of the great minds of the past. Day and night he labored, copying and filing away until the walls of his home were piled high with the wisdom of the ages. The fame of his toil and its results spread to all parts of the world and the stone steps before his door were worn hollow with the feet of philosophers who came like bees to the honey of wisdom he had stored away. As he looked about at the results of his years of labor he smiled and said: 'Could luck ever have accomplished this or fate brought it about? Behold, I have proved to myself and to the world that work is the great guiding principle of success.'

(To be continued.)

One who claims that he knows about it
Tells me the earth is a vale of sin;
But I and the bees, and the birds, we doubt it,
And think it a world worth living in.
—Ella Wheeler Wilcox.

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EDUCATION IN ACTION

School of the Air Planned in Ohio

The "Ohio School of the Air," sponsored by the Department of Education of the State of Ohio, will begin early in 1929. The programs will be broadcast from Cincinnati and also from the Ohio State University at Columbus. The tentative plan is to broadcast the educational programs between 1.30 and 2.30 p. m., Eastern Standard Time, each week from Monday to Thursday inclusive. Lesson leaflets containing suggestions to teachers, bibliographies, illustrations, and the like, to supplement the course will be distributed in advance of the broadcast to which they pertain.

College Men Score Rough Initiation

The "rough-house" initiation, as an introduction to college fraternity life, although upheld in debate at the Intrafraternity Conference in New York City recently, was generally condemned in the discussion that followed. The Conference reaffirmed its position in opposition to the practice and proposed methods to further discourage the so-called "hell week" in American universities.

Finds Balky Child Lacks Vocabulary

One of the main reasons why a two-year-old child is often stubborn and contrary is because his vocabulary is usually limited to the single word "no," according to Dr. Martha M. Reynolds of Teachers College, Columbia University, who has just completed a study of pre-school children, in which she points out that the greatest problem of parents today is their children's "persistent refusal to cooperate willingly." In addition to their lack of adequate vocabulary it was found that children are often contrary because their wishes conflict with those of adults. According to Dr. Reynolds, it is often the adult who is stubborn instead of the child, since the child may have entirely different interests in mind.

Oil Man to Aid 10,000 Students

Lew Wentz, Ponca City, Okla., oil man, plans to help 10,000 boys and girls through college in his lifetime. Wentz has established loan foundations at the University of Oklahoma and the Oklahoma A. & M. College with initial endowments of $50,000 each. At the university 434 loans have been made in the last two years. Trustees of the funds are authorized to lend to those students who have completed the freshman year. They are allowed to extend no more than seventy-five per cent. of actual school expenses. No security is required and the interest rate on the loans is six per cent. The interest income goes back into the loan funds to make them larger. Students are allowed a reasonable time after graduation to pay principal and interest.

Photographs of Maps Given by Colonial Dames

Photographs of about 100 ancient maps, made by noted royal geographers of France and explorers as early as 1580 to 1700 are made available for study by students of the University of Wisconsin by the Colonial Dames of America for Wisconsin. The old maps from which the photographs were made, now in the archives at Paris, present the earliest geographical knowledge of the Great Lakes region. The early explorers sought a route across the continent, and they expected to find a river flowing west.

One-Teacher Schools Fewer in North Carolina

A recent study of consolidation of schools and transportation of school children in North Carolina, made by the state department of public instruction, shows that the number of one-teacher schools in the state decreased from 7,867 to 2,340 during the twenty-five years from 1902-1927. Consolidated schools with more than six teachers increased from 150 to 564 schools during the five-year period 1922-1927. At the close of the school year 1926-27 rural consolidated schools in the state numbered 940, of which 819 were for white children, and 121 for colored children.

Installment Age Comes to Education

Funds totaling nearly $4,000,000 are lent annually by 282 colleges and universities to students of character and ability to enable them to finish their college education. In addition more than 100 agencies and foundations maintain independent loan funds, Walter J. Greenleaf, associate specialist in higher education, Bureau of Education, found in a study of student loan funds just completed. "We are living in what appears to be the 'installment age' where people make large purchases by paying so much down, and so much per month. Higher education is no exception to the rule and as an investment yields a high rate of interest with the passing years," Mr. Greenleaf says. There is no uniformity in the manner in which loan funds are administered to ambitious students by the colleges, the specialist found. Various conditions are imposed according to the policy of the institution—the need of the student and ability of his parents, locality, restrictions imposed by donors and other factors. The study showed that in some cases no interest whatever is charged, while in others rates run as high as eight per cent., but six per cent. is the usual requirement. Individual loans average $100 to $150, but many are twice as large. Repayment usually begins at a stated period after graduation. Funds administered by independent organizations, Mr. Greenleaf points out, sometimes are restricted to students attending specified or affiliated colleges. Some of these funds, established years ago, have been administered in such a way that the original amount has been many times multiplied, he says.

Pupils Teach English to Parents

A system of teaching English to the foreign-born in their own homes by using their children as instructors, as sponsored by the Allied Patriotic Societies, has been adopted by Dr. William J. O'Shea, superintendent of New York City schools. The announcement was made in a report of the societies' committee on education. Children in ten public schools will receive a series of forty-one lesson leaflets, constituting a home study course for their parents, in which they will be the teachers. The progress of the work is to be carefully and periodically checked by the children's public school teachers. Successful completion of the course will make it easy for anyone to pass the literacy test requisite to citizenship.

Jugoslav School Head Declares Lipstick Ban

The Minister of Education has issued a general order forbidding Belgrade high school girls to wear elaborate dresses and warning them not to use cosmetics. He designated a uniform consisting of an ordinary black dress, with small beret cap. School officials are required to examine clothing, lips and cheeks carefully.

Radio Wins Place in School

Radio has been given a place as recognized educational equipment by Waterloo, N. Y., the first in New York State to install it as a permanent built-in fixture of a school building. Installed as rigidly and completely as the heating pipes and fresh-air vents of the new local high school the radio system spreads into each of the thirty-five classrooms, the auditorium stage and the gymnasium. Every room is equipped with a loud speaker, all of which can be operated simultaneously. The system is controlled by a master receiving set in the principal's office. A power amplifier is used for auditorium and gymnasium work.

Teacher Thrashes Big Lad, Resigns

Herbert Fisher, teacher at the San Francisco Galileo high school, resigned and the resignation was accepted. It happened this way: Fisher and John Hider, a student, had an argument. After school hours the two settled the argument with their fists, while three students held a classroom door closed against the curious. The student lost the bout and both shook hands, but in the interest of discipline Fisher's resignation was accepted by Principal Hatch.

Athletics-for-All Policy is Praised

Taking a stand against intercollegiate athletics, the Emory Alumnus, official organ of the Emory University Alumni Association of Atlanta, Ga., declares that "Emory's non-intercollegiate policy is one of her chief assets" and is a matter "not for apologizing but for boasting." "Is not a ninety-two-year record of consistent growth in scholarship, enrollment, endowment, power, and prestige, without yielding to the popular clamor for stadium amusement, more meritorious than the momentary glory of a championship football team?" asks the editor, Raymond B. Nixon, who is Emory's alumni secretary. The writer points out that Emory's policy of "athletics for all" brought out 600 men—more than four-fifths of the undergraduate student body— into intramural competition last year.

Younger Children More Intelligent

Results of a two-year study analyzing the intelligence of the children of 1,500 Chicago families were disclosed by Professor Louis L. Thurston of the psychology department of the University of Chicago. His conclusions are: 1—Older children in each family, on the whole, tend to be less intelligent than the younger children. 2—The level of intelligence of the children of small families tends to be higher than the level of intelligence of the children of large families. 3—Age of the parents at the time of the child's birth does not affect the intelligence of the child. 4—Discrepancy between the ages of the two parents does not affect the intelligence of the children. 5—Younger children in each family are less susceptible to disease. The oldest child is most handicapped in this regard, also.

Raises Liquor Tax To Improve Schools

A tax on alcoholic drinks to improve educational facilities has been successful in Croatia. The Municipal Council received a report of the building of new schools out of funds raised by taxing wines and spirits. It is planned to construct fifty new buildings during the next year.

Junior College Trend Growing

Is the time approaching when freshmen and sophomores will no longer roam the university campus? University deans, advocates of the junior colleges, pointed out the trend in this direction at a three-day conference of the Association of American Universities held recently in St. Louis. The next major move in the development of higher education in the United States, said Dean Henry Gordon Gale of the University of Chicago, will be the shift of the first two years of collegiate work from university to the smaller junior college, which is attached to the high school or is a small private institution. The change is inevitable, he said, and is already on the way in the West and Middle West.

Free Lectures Brought to End

Changing styles in public entertainments and dwindling appropriations by the Board of Estimate have at last brought an end to free public lectures that have been for many years a part of the New York City Board of Education's work. The Board of Estimate has just dropped even the small appropriations for them that had of late years been made. It has been whispered for the past decade that the free lecture system of the Board of Education had fallen upon evil days, that fewer and fewer auditors attended them, and that interest in them was waning faster than the rapidly decreasing appropriations. The total attendance during the academic year of 1914-15 was close to 1,250,000 persons. One hundred and seventy-six centres were operated and some 5,000 lectures given. Public lectures were started forty years ago by Dr. Henry M. Leipziger, assistant superintendent of schools. The chief factor in causing the enthusiasm for lectures to wane seems to have been the growing popularity of moving pictures.

Agnostics Would Stop Reading of Bible in School

The Freethinkers of America, an agnostic organization which lost a long court fight to prevent children of New York being dismissed from the public schools for half an hour each week to attend religious instruction, is now preparing a legal attack designed to halt optional reading of the Bible in the schools of New York City. Under the City Charter, said Mr. Lewis, president of the organization, principals may open school with Bible reading, but may not comment. His organization will contend that this provision is unconstitutional in that it disregards the obligation of complete separation of church and state. The association will also seek to prove that some of the sections of the Bible read to public school children are "immoral and salacious," and will argue that reading of the Bible in the schools is a "pernicious educational influence" both because of immoral matter and because many Biblical stories "are no more than myths and fairy yarns."

Teachers Adamant To Wiles of Girls

Dean of Women Anna Loretta Rose of George Washington University, Modesto, Cal., has declared girls use their wiles, their charm, their personality or "it," to get better marks. The professors, being men and weak, succumb, she says. At Modesto junior college the fair co-eds are not "working" their professors of the opposite sex for better marks than they deserve, said Dean C. S. Morris.

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Foreign Teachers For Chilean Schools

Preparatory to the erection and inauguration of vocational schools in Valparaiso, Chile, for the establishment and maintenance of which a considerable estate was left by Don Federico Santa Maria, architects have been sent to the United States and to Europe to study vocational school construction, and courses have been formulated. According to terms of the will principals and teaching staff of the schools must be foreigners, and they will be selected at an early date that they may have time to acquire facility in the use of Spanish, and so may participate in decisions concerning school construction and equipment.

Lower Age Trend Seen in College

Tendencies toward younger freshman classes, and increases in the number of sons of college men entering college are now apparent, at least if conditions prevailing at Dartmouth College may be taken as representative. Dean E. Gordon Bill, director of admissions at Dartmouth, in a statistical review of the class of 1932, notes not only an average age younger than that for the last seven years, but more sons of college trained fathers than ever before. Dean Bill regrets the lowering of the average age. It may be fairly argued, he says, that in large city universities extreme youth may not be a handicap, but in the more isolated college, such as Dartmouth, its intimate and compact community life requires more maturity if the best results are to be obtained.

College Has Course For Study of Air Conditions

In recognition of the growing importance of aviation, Erskine College, Duewest, S. C., has instituted a course in the study of upper air weather conditions with a view to preparing students for that branch of endeavor. The course is under the direction of Professor Frank T. Cole, meteorologist in charge of the Federal Government station in Duewest, and includes lectures and practical work in elementary weather conditions and the study of air currents.

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TREND OF THE TIMES

FAMILY OF 1927 had more money in the bank, a greater share in the production of mechanical and mineral output, more appliances to make housework easy than it had in 1921, according to W. M. Steuart, director of the Bureau of Census. With its growing wealth, America is buying more bathtubs and washing machines, sending more boys and girls to college, putting more money aside for rainy days, building more homes and acquiring, on the side, a stupendous amount of radios, automobiles, electric refrigerators and such like appurtenances of good times.

STATIC, as applied to radio reception, is a natural and eternal problem. It may never be possible completely to eliminate it from our radio activities, and the genius who solves the static problem has fame and fortune awaiting him. Scientific radio men everywhere admit they are little nearer a solution of this baffling problem than they were when static was heard in wireless receivers back in 1890.

TEN YEARS after the first sessions of the Peace Conference it is estimated that the cost of the World War in money terms amounts to something like $200,000,000,000. This represents only the sums directly spent by governments during the progress of hostilities. It does not include money spent for pensions and hospitals, bills for destroyed property, totals for paralyzed commerce and ruined industry nor the capital value of millions of useful lives prematurely cut short.

EARTH'S WEIGHT has been found a few tons heavier. Dr. Paul R. Heyl of the Bureau of Standards announced that the earth is some 592,000,000,000,000,000,000 tons heavier than had hitherto been known. Five years ago he set about the task of weighing the earth to get a result more exact than the estimate of six sextillion—the figure six followed by twenty-one ciphers—tons, arrived at about thirty years ago.

FACE OF WORLD has undergone important changes in last few years. British Empire was recast as a new political entity, known as the British Commonwealth of Nations. Ireland was divided into Northern Ireland and the Irish Free State. Russia, from an absolute monarchy, became the Union of Soviet Socialist Republics. Austria was vastly reduced in area and population. Germany lost her colonial possessions. France regained Alsace and Lorraine. Ottoman Empire became the Turkish Republic and moved its capital from Constantinople to Angora. Canada and Irish Free State established diplomatic representatives in Washington and other capitals. Dictators assumed supreme power in Italy, Spain and Poland.

NEWSPAPER READERS make 95 per cent. of our population, according to Dean William S. Gray of the College of Education at the University of Chicago. Only 75 per cent. of the people read magazines and a mere 30 per cent. read books. People choose kaleidoscopic reading in preference to lengthy books. The greatest number of readers are found between the ages of 17 and 30, Dean Gray asserted.

NECESSITY, it has been said, is the mother of invention. When will man's necessity end? Sir Alfred Ewing, one of the foremost of British engineers, believes that the extraordinary scientific progress achieved during the past century cannot be maintained, especially because the need for new inventions does not provide a sufficient spur for human effort.

THOUGH BRITAIN has 6,000,000 boys under fifteen, the Under Secretary for the Dominions warns that they will number 500,000 less in 1931, and that by 1940 no males will be available for emigration.

NEW YEAR'S celebration on January 1, 1929, has been ordered by the Chinese Nationalist government in an effort to enforce nation-wide observance of the solar calendar, which was adopted last November. This order marked the abandonment of the centuries-old celebration in accordance with the lunar calendar.

IDENTIFICATION CARDS will be issued to all immigrant aliens, except students, who enter the United States on and after July 1, 1928. George J. Harris, acting commissioner of immigration, describes the innovation as "a milestone in immigration practice." It is expected to provide a practical means of differentiating between those who enter the United States legally and the many supposed to be smuggled in.

The BOOK TABLE

STORY AND STUDY READERS.
Playfellows, Primer.
Friends to Make, First Reader.
Trips to Take, Second Reader.
The Treasure Box, Third Reader.
Far and Near, Fourth Reader.
Days and Deeds, Fifth Reader.
By John W. Withers, Dean of School of Education, New York University; Charles E. Skinner, New York University; Matilde C. Gecks. Illustrated by Rhoda Chase, Mabel Betsy Hill, Ruth M. Hallock, and Shirley Kite Smith. Richmond, Atlanta, Dallas, New York, Chicago: Johnson Publishing Company.

"Story and Study" is a delightful characterization of pleasure and profit in the school life of children from six to ten years of age, and the "Story and Study Readers" will create profitable pleasure for children who are privileged to enjoy them.

"Playfellows" is really a School Primer, but we have never seen a more delightful holiday book. Indeed we have never seen more charming artistic books for children at any cost than these five "Story and Study" books, and the title of each book is more captivating than the names any costly books for children have had.

Just as "Playfellows" are all comrades any child of six years would like to have, so "Friends to Make" broadens the interest of children as their months increase. "Trips to Take" expands their opportunities as naturally as riding a pony improves on care of pets.

"The Treasure Box" goes from opportunity to responsibility as proudly as a boy puts on a vest and girls cut off curls. "Far and Near" studies stories of places they would like to see and nature they would like to enjoy, while "Days and Deeds" rises from nature to human nature where boys are manly and girls are womanly.

It is useless to attempt any description of any or all of these "Story and Study Readers," and it is unnecessary, for they will make their way as surely as fruit ripens when opportunity favors.

OBJECTIVE TESTS. By J. S. Orleans and Glenn A. Sealy. Cloth. 374 pages. Yonkers-on-Hudson, New York, 2126 Prairie avenue, Chicago, Boston, Atlanta, Dallas, San Francisco, Portland, Manila: World Book Company.

The World Book Company easily keeps the lead in informing the educational world what is being done and what is thought about what is being done in tests and measurements. While not all school people with opinions are among their authors there is no opinion on the subject that is not advocated or challenged by their authors.

"Objective Tests" is an intelligent and vigorous body of opinions by two men with wide experience in dealing with the passion for testing and measuring under circumstances likely to balance professionalism with common sense, which is the great need of all professionalism just now.

WAYS TO BETTER TEACHING IN THE SECONDARY SCHOOLS. By E. Clarke Fontaine, supervisor of High Schools, Maryland. Cloth. 271 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

We quote from the author's Preface:—

"Twenty years of close contact and active experience with classroom teaching in the secondary school has led to one definite conclusion and conviction,—that effective and productive instruction has its source primarily in the teacher's mental grasp of the educational possibilities of the subject matter used for teaching purposes. In other words, a clear comprehension of aims and purposes utilizing and involving all those desirable adaptations that are appropriate to the subject matter that is being used is the first and paramount consideration in good teaching and the sole logical starting point in the planning of any unit of classroom work. The selection of textbooks and all other teaching aids, the use of any of the materials of instruction, the employment of any form of technique, any method or any device,—all must rest on this, or they rest on nothing; all must start from this, or they start from nothing. The teacher without it may be a good classroom technician, but until she has it, she cannot become in any real sense a teacher, an artist; she cannot achieve results, save by mere chance, or accident. "How does this fit in with what I am trying to do?" "Is this the best and most economical method for accomplishing the desired result?" These are questions that the teacher must ask herself.

There are many teachers who seek constantly for new methods and devices, and who assiduously "try out" such ways of "doing the thing" as "the socialized recitation," "the project method," "supervised study," with only the vaguest notions of aims or underlying principles. The outcome of such aimless efforts is what one might expect; the marksman is not likely to hit the target unless he sees the target and aims at the target.

"A clear vision of legitimate aims and purposes involves on the part of the teacher not only an accumulated and ever-increasing wealth of knowledge of the subject that is being taught, not only a rich cultural background, and a fair understanding of related subjects, but with these, an understanding of and a genuine interest in contemporary life—its issues and problems.

"Weakness and failure here undermine the whole structure of classroom procedure; teaching becomes pottering; instruction is dead because it does not take hold of life."

TEST AND STUDY SPELLER. By Daniel Starch and George A. Mirich, both of Harvard University.
First Book, Second, Third and Fourth Year.
Second Book, Fifth and Sixth Year.
Third Book, Seventh and Eighth Year.
New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Both authors have won the scholastic and professional confidence of the school people in administrative and classroom practice. They won their positions on Harvard faculties by real achievement in creation of thoughtful strains of educational philosophy. Dr. Starch was especially a pioneer along lines of heroic adventure, and Dr. Mirich was largely and always a skilful salesman of the art of teaching.

Their three books are scientifically graded, and their plan of having pupils know how much they can undertake at a time and know when they know what they expected to know is a really brilliant achievement in class management.

ENGLISH AS EXPERIENCE. By Henry Chester Tracey. Cloth. New York: E. P. Dutton and Company, Inc.

It is useless to attempt to say anything about this book. It has such a thrill of personality that it must be *read* sympathetically. It is a view that no one else has had or having had it has not known how to make others know it as Mr. Tracey makes the reader see it.

Read this sentence and think how absurd it would be to try to describe it. This is a sample of the book, which just ripples with stirring personalities which make English something that it

has never been before: "English is human experience, and therefore a thing not to be embalmed in museums called libraries, or dispensed like a medication, or imposed by schools and colleges like a penance, but treated like a good thing, and shared. It is difficult to see how any one can be expected to pass a good 'test' in essential English. How does one pass a test in eating oranges, strawberries or nectarines? We grow these things because healthy persons like them. The sun has been busy in bright gardens and produced them. English is that sort of a thing."

BY THE ROADSIDE. Mother Nature Series. By Fanny Wyche Dunn, Columbia University, and Eleanor Troxalbe, Kalamazoo. Illustrations by Nell E. Hukle. Cloth. Attractively illustrated. 256 pages. Evanston, New York, Philadelphia, San Francisco: Row, Peterson.

We have been a ravenous reader of books for seventy years, and we have looked through most of the passing school books in the last half century, and we rarely see any facts in nature that are wholly new to us, but "By the Roadside" has several interesting and significant facts that we should have known years ago which we are interested in knowing now. Every page of this book will be of keen interest to any child, and everything he learns will make nature more interesting ever after.

I reviewed the book at home, and one of the family said: "I would like to read the whole of it."

HOME LIFE IN HISTORY. Social Life and Manners in Britain, 200 B. C.—A. D. 1926. By John Gloag and C. Thomas Walker. Illustrated by A. R. Read. Cloth. 300 pages. New York: Coward-McCann, Inc.

It is refreshing to have a genuine modern book that does not assume that its mission is to make out that we have been degenerating, that nothing today is quite decent as compared with the glorious good old times. For once facts are produced which make the statement everyway true that: "Bad as our urban conditions often are, there is not a slum in Great Britain which has a third of the infantile death rate of the royal family of the Middle Ages."

Because the authors confine their studies to home life and family conditions of a class that was relatively and comfortably prosperous, the book is highly entertaining because it is a truthful story of real life which is a continuous surprise. It ranges from before the Christian Era to after the World War. Historically, it has a scholarly fidelity to fact, while it has the fascinating thrill of a highly equipped novelist.

It is of compelling interest in every age for more than two thousand years and it sheds a light upon history of more than twenty centuries which can never again be ignored. It will never be in good form to ignore the entire absence of sanitation which made disease a frequent guest of castle and cottage, in city and country. In writing romantically of the "good old days" it must always be shaded with admission of the ill-rewarded toil that crushed the peasant everywhere, of the rights of lord over his serfs. The story of the home life for many centuries was a tragedy to nine-tenths of the people.

"Home Life in History" should be read by every one who is inclined to undervalue the wonderful family opportunities of nine-tenths of the people in civilized lands.

ADVANCED ENGLISH GRAMMAR. By Annie Webb Blanton, Ph. D., University of Texas. Dallas, Texas: The Southern Publishing Company.

Dr. Annie Webb Blanton, of the University of Texas, has an unusual and eminently wholesome personality. She was one of the ablest and sanest state superintendents at a time when professional sanity was at a premium.

She unleashed the schools of Texas from the entanglements of tradition, but saved them from running wild over trackless professional prairie of uncharted wastes.

Her "Advanced English Grammar" has the characteristics of her administrative personality. She makes a brilliant distinction between using "parsing, declension, conjugation and diagraming" for review and wasting time and effort on them for mechanical perfection.

While she uses a simple and direct characterization of all terms she places in footnotes the various freaky characterizations which may have appeared in the elementary grammars they may have used.

EDUCATION FOR WORLD-CITIZENSHIP. By William G. Carr. Cloth. Stanford University Press, Stanford University, California.

It is of the utmost importance that the public realize that the school is the ordained way for civilization to promote the perfection of civilization the world over; that the time has come when civilization cannot be promoted in any way anywhere unless the vision is for all peoples everywhere.

Professor Carr's "Education for World-Citizenship" meets these conditions squarely and skilfully. It is inexcusable to allow any one to teach in any school who does not realize what Professor Carr emphasizes, who does not feel keenly that the work in every school is as much a part of tomorrow and day after tomorrow as it is of today.

OBJECTIVES AND PROBLEMS OF VOCATIONAL EDUCATION. Edited by Edwin A. Lee, Ph. D., University of California. Cloth. 456 pages. 370 Seventh Avenue, New York City: McGraw Hill Book Company.

To one who has lived through the development of Vocational Education from 1870 to near 1930 any such group of essays as these gathered in these "Objectives and Problems of Vocational Education" must be most unsatisfactory, and it would be unjust to the editor to make any criticism of it as a whole, but the two chapters on the Milwaukee "Part-Time Education" are of inestimable value.

In general it is safe to say that the accounts of achievements of today are worthwhile, that the "Forecast" of Dr. Charles A. Prosser is intelligent, frank and courageous.

The injection of controversial attitudes is unfortunate, and the retrospects as a rule are unworthy in such a book.

Books Received

"The Voyage of Growing Up." By C. E. Turner and Grace T. Hallock.—"Shakespeare's Julius Caesar." By Max J. Herzberg.—"Mystery Spellers" Book I. Grades 2-4, 5-6, 7-8. By James H. Smith and William C. Bagley.—"Civics at Work." By Thames Ross Williamson. New York: D. C. Heath and Company.

"Inspirational Teaching." By George Mackaness. New York: E. P. Dutton and Company.

"Educational Psychology." By A. M. Jordan. New York: Henry Holt and Company.

"The Problem of Indian Administration." By Lewis Meriam and others. Baltimore, Maryland: Johns Hopkins Press.

"Better Schools." By Carleton Washburne and Myron M. Stearns. New York: The John Day Company.

"Administration of an Elementary School." By Arthur S. Gist. New York: Charles Scribner's Sons.

"Europe." By Nellie B. Allen. Boston: Ginn and Company.

"Civilization in Europe." By J. S. Schapiro and R. B. Morris.—"The Hiawatha Primer." By Florence Holbrook. Boston: Houghton Mifflin Company.

"McDonough-Cheve Method of Sight Singing." By Anne McDonough. Philadelphia, Pennsylvania: McDonough Galin-Paris-Cheve Methods.

"The Behavior of Young Children of the Same Family." By Blanche C. Weill. Cambridge, Mass.: Harvard University Press.

"The Lyric South." Edited by Addison Hibbard. Boston, New York: Macmillan Company.

"Lessons in Citizenship." By G. A. Turkington, M. A. S. Mugan and M. T. Pritchard. Boston, New York: Ginn and Company.

"Traditional Examinations and New-Type Tests." By C. W. Odell.—"Project Teaching in Elementary Schools." By E. Collins. New York: The Century Company.

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GRINS BETWEEN GRINDS

Politeness Itself

Little Leonard had been told by his parents that whenever visitors called at the house it was his duty to pay them some attention.

Some few days later a Mrs. Daniel, who had been asked to tea, arrived, and Leonard was cautious to behave himself.

Tea was just ready when the small boy sauntered into the room and remarked in his best drawing-room manner:—

"How do you do, Mrs. Daniel? So pleased you've come. I've just been reading about your husband's amazing experience in the den of lions."

Considerate

A worried looking farmer drove into town, tied his team, and headed for the family doctor's office. Without preamble he began:—

"Doc, the first time you're out our way I wish you'd stop and see my wife."

"Is she sick?" asked the man of pills and potions.

"Not exactly."

"What's the trouble then?"

"Well, this morning she got up at the regular time about 4 o'clock, milked the cows, got breakfast for the hands, done her housework, churned, and along about 10 o'clock she said she felt a little tired. I expect she needs a tonic, or something."

Golf Apparel

Salesman—"Something in golf apparel, madam?"

Lady—"I would like to see some handicaps. Large size, please. My husband said that if he'd a big enough handicap yesterday he'd have won the match."—Forbes Magazine.

Not So Bad

English Professor—"Tell me one or two things about John Milton."

Ruminating Plebe—"Well, he got married and he wrote 'Paradise Lost,' Then his wife died and he wrote 'Paradise Regained.'"

Lack of Color Harmony

"What's the matter, Rastus, you seem as mad as a wet hen?"

"Well, why shouldn't I be? The doctor what operated me foh pendicitus went and sewed me up wif white thread."

New Queen of the May

"You must wake and call me early, call me early, mother dear."
That was often said to mothers by the girls of yesteryear;
But the girls now tell their maters, as they start out for a spin,
"You must wake up early, mother, someone's got to let me in."

Sharing

"That's some pup—he's the most hospitable dog in the country."

"What do you mean 'hospitable'?"

"Why, he'd give you a bite any old time."

A Change for the Worse

Bob—"See any change in me?"

Johnny—"No, why?"

Bob—"I just swallowed fifteen cents."

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JOURNAL MAIL BAG

Male Teacher Problem

Editor, Journal of Education:—

Today the percentage of men teachers in the United States is only eleven per cent. Thirty-five years ago it was seven less than fifty per cent.

Shall we have more men teachers? Or rather, how are we to get more male teachers? That male teachers should be in charge of classes above the fifth grade and in the secondary schools we firmly believe. Or at least there is need of a better balancing of the sexes in the ranks of instructors.

Our teachers exercise a strong influence upon the youth under their instruction. The average educational executive will agree with me that in the shaping of ideals and the moulding of student character, the male element among the teaching profession should have a more dominant part.

The big question is just this: Is it best for the youth of America to be committed entirely, or almost entirely, to instruction by female teachers? It would be interesting to hear from readers of the Journal of Education as to what they think should be done, if anything.

Eugene Bertram Willard.

Chelsea, Mass.

Real Co-operation

Editor, Journal of Education:—

Under separate cover I am mailing you a copy of a booklet, "The Harbor Beach Community Centre," written by Superintendent A. L. Cook. It was of considerable interest to me to be able to visit this centre and to see what they are doing in the way of uniting an entire community. At no time during the two years I was chairman of the community relations committee of the N. E. A. did I see a better example of what can be accomplished when schools, business interests, city government officials, luncheon clubs, and the community in general work together for the good of all.

The last of the sixteen conferences was held at Ypsilanti Tuesday of last week. You may be interested in hearing a little more about these meetings which have been held during the past five weeks at various points throughout the state.

Many county commissioners, members of school boards, superintendents and principals in smaller places interested in the progress of their schools, and who can seldom find time to get away for a summer session were in attendance. These men and women are anxious to study their work, but they are so constantly in close contact with daily problems that they sometimes fail to get a right perspective. To meet in particular this very real need the State Department of Public Instruction under the direction of the deputy superintendent, C. L. Goodrich, and the University of Michigan under the direction of J. B. Edmonson, decided three years ago to hold a few informal conferences in different places throughout the state. Two years ago seven meetings were held on each of seven different afternoons, and last year nine such meetings. This year at the request of school officials sixteen meetings were planned in as many different places over the state. Also, the time was doubled; meetings being held during the forenoons as well as during the afternoons. The topics discussed this year were:—

(1) Improving school board meetings.

(2) A health program for the smaller schools.

(3) A discussion of the State High School Manual.

(4) Problems presented by the exceptional child.

(5) The excellencies and deficiencies of schools as revealed in the inspector's reports.

(6) The law and judicial opinion affecting high school districts.

Between seven and eight hundred school officials and interested citizens attended these meetings. Outlines of each topic were distributed before the presentation talk was made. At the close of each talk questions were asked and discussions were participated in by those in attendance. The speakers did what they could to answer the questions raised and to lead in the discussion.

I know that other states have made attempts somewhat similar to this to be of help to the men out in the field. Never before, however, have I seen such a carefully planned effective program of education carried on by those who know the problems which the school men in the field are facing. These meetings have not only been of help to the several hundred men who attended, but the outlines distributed have doubtless reached many hundred others who could not attend the meetings. Those who did attend will probably discuss the problems with others and from time to time they will doubtless be writing the State Department

and the State University for additional help.

No fees were charged, neither grades nor credits were given and no questions were asked as to whether those in attendance had "studied their lessons or read so many pages of assigned readings." Every man was there because he desired to be present. The very informality and lack of check-up made the meetings all the more useful.

George E. Carrothers.

University of Michigan,
Ann Arbor, Michigan.

Meetings To Be Held

DECEMBER.

26-27: National Council of Geography Teachers, George L. Miller, State Teachers College, Mankato, Minn.; New York City, N. Y.

27-28: Pennsylvania State Educational Association, J. Herbert Kelley, 400 North 3rd Street, Harrisburg, Pa.; Reading, Pa.

27-29: Association of American Geographers, Charles C. Colby, University of Chicago, Chicago, Ill.; New York City, N. Y.

27-29: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho.

27-29: Illinois State Teachers Association, Robert C. Moore, Carlinville; Springfield, Illinois.

27-29: Pennsylvania State Education Association, James H. Kelley, 400 N. 3d Street, Harrisburg; Reading, Pennsylvania.

27-29: Modern Language Association of America, Carleton Brown, New York University, New York City, N. Y.; Toronto, Canada.

27-29: National Association of Teachers of Speech, H. L. Ewbank, University of Wisconsin, Madison, Wis.; Chicago, Ill.

26-27: American Association of Teachers of Spanish, William M. Barlow, Curtis High School, New York City; Detroit, Mich.

27-29: National Commercial Teachers Federation, C. M. Yoder, Whitewater, Wis.; Detroit, Mich.

28-30: Oregon State Teachers Association, E. F. Carleton, 301 Behnke-Walker Bldg., Portland; Portland, Oregon.

1929

FEBRUARY.

20: Massachusetts Teachers Federation, Stanley R. Oldham, 15 Ashburton Place, Boston, Mass.

APRIL

11-13: Association of Deans and Advisers of Men, Dean H. G. Doyle, George Washington University, Washington, D. C.; Washington, D. C.

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